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ABSTRACT

Four appendixes are presented for the evaluation of experiences with the use within Head Start of the "Healthy, That's Me" program. Appendix A deals with methodology for the use of telephone interviewing, including data on associated costs. Appendix B presents letters to respondents selected for telephone interviews and samples of interviews used with teachers and trainers. The third appendix gives a review of memos from the Office of Child Development to regional offices regarding health education curriculum objectives and evaluation. Parent interviews are given in Appendix D in both English and Spanish. (LH)

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WORKING PAPER: 961-2-1 VOLUME II (Appendices) May 31, 1972

Evaluation of Experiences with the Use of Healthy, That's Me

by

Richard B. Zamoff
and
Katryna J. Regan

PS 005936

THE URBAN INSTITUTE
WASHINGTON, D.C.

APPENDIX A

THE USE OF TELEPHONE INTERVIEWING: A METHODOLOGICAL NOTE

APPENDIX A

This appendix presents data on the use of telephone interviewing and the associated costs. Since the potential of telephone interviewing as a means of data collection may be greater than many would assume, especially in cases where time and financial constraints make it necessary to complete a substantial number of interviews in a fairly short time at relatively modest cost, these figures should be of some interest to Office of Child Development program and project managers.

In this study, virtually all data were collected by means of telephone interviewing.[1/] Telephone interviews were completed with 11 regional office staff, 52 Head Start directors, 99 teacher trainers, and 299 Head Start teachers. Taking our total of 461 interviews as a whole, the "average interview" took 21 minutes to complete. Taking into account such factors as the number of preliminary phone calls made to regional offices and Community Action Agencies, the length of the interviews, and the number of callbacks needed, the total cost for interviewing was $3,788 ($8.22 per interview). While this figure does not take into account personnel costs, it compares very favorably with estimates of the cost of other methods of data collection.[2/] Table 31 presents data on direct dialing costs for

1/ As indicated earlier in this report, site visits to Lawrence Johnson and Associates training sessions and informal conversations with Head Start parents and staff members served to supplement this approach to data collection.

2/ For example, see Carol H. Weiss and Harry P. Hatry, An Introduction to Sample Surveys for Government Managers, The Urban Institute, March 1971, pp. 41-43 and pp. 46-47.

interviews of various lengths conducted from the Urban Institute to the ten regional offices.

TABLE A-1

Cost of Long Distance Telephone Calls
(Directly Dialed from Washington, D. C.)[a]

City	Number of Minutes				
	3 minutes	15 minutes	20 minutes	25 minutes	30 minutes
Boston	$ .95	$ 3.95	$ 5.20	$ 6.45	$ 7.70
New York	.95	3.44	4.54	6.45	7.70
Philadelphia	.80	3.10	4.10	5.20	6.20
Atlanta	1.35	4.60	6.10	7.95	9.45
Chicago	1.35	4.60	6.10	7.95	9.45
Dallas	1.35	5.35	7.10	9.25	11.00
Kansas City	1.55	5.35	7.10	9.25	11.00
Denver	1.70	6.05	8.05	10.50	12.50
San Francisco	1.85	6.75	9.00	11.75	14.00
Seattle	1.85	6.75	9.00	11.75	14.00
Total	$13.90	$49.94	$66.29	$86.50	$103.00
$\bar{X}$	$ 1.39	$ 4.99	$ 6.63	$ 8.65	$ 10.30

[a]Figures provided by C and P Telephone Company.

Of at least equal importance to cost data is information on our interview completion rates and interviewer impressions of the quality of the data obtained. Interviews were completed with 11/11 regional office staff (100.0%), with 52/53 Head Start directors (98.1%), with 99/100 teacher trainers (99.0%), and with 299/317 Head Start teachers (94.3%). Reasons for non-completion were most likely to be "left Head Start Program or center," "hospitalization," etc., and not "refusal to answer."

As far as the quality of the data is concerned, interviewers reported excellent cooperation on the part of the respondents. Sending letters to those respondents selected for the telephone interview (see Appendix B).

undoubtedly improved the quality of the data as well as the overall response rate. These letters informed the recipients of their (random) selection, described the purposes of the study, and mentioned that a member of the project staff would be calling in a few days to conduct a telephone interview.

While some respondents were called at inconvenient times, it was quite easy to arrange an alternative callback appointment (sometimes at their home in the evening). Many Head Start directors and teacher trainers reported that they appreciated the chance to talk when it was convenient for them. In addition, members of the project staff were able to monitor a good number of the earlier calls in order to maximize the likelihood of uniform, high quality interviews.

Certainly, there are content areas to which telephone interviewing is not appropriate, and we did encounter a few troublesome situations (e.g., the noise level at some Head Start centers made it a challenge to complete an interview at one sitting, the wide range in the verbal skills of teacher aides made it difficult to conduct some teacher interviews, etc.). But on balance, interviewing proceeded quite smoothly. One of the key advantages was not having to worry about the problem of unlisted numbers or no phones at all (a real concern for some types of household interviewing). In short, the project seems to document the contention that telephone interviews can furnish a very useful and relatively inexpensive data collection tool.

APPENDIX B

LETTERS TO RESPONDENTS SELECTED FOR TELEPHONE INTERVIEWS AND INTERVIEWS USED

The Urban Institute

HEALTH EDUCATION REGIONAL OFFICE INTERVIEW

Hello, may I please speak to _____.
I'm (give name) and I'm with The Urban Institute in Washington, D.C. We are collecting information needed to assist Office of Child Development decisions on the use of health education curricula in Head Start Projects, OCD decisions on future methods of training Head Start teachers in the use of health curricula, and OCD decisions on future expansion of the use of specific health curricula.

Would you mind answering a few questions to help us with our research? What you say will be held in strict confidence and will not be associated with your name in any way. What you say will become part of a general report (in which your name will not be used) which will combine the views of other Regional Office staff, teacher trainers, Head Start teachers, teacher aides, and parents.

The Urban Institute-2.

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	Col.	Punch
	1 2	___ ___
1. Are you aware of any Head Start projects in this region that were using any specific health curricula before they received Healthy, That's Me? ___ Yes (1) ___ No (2)	3	___
a. If yes, do you know the names of any of these curricula? _____ _____ _____	4	___
2. In general, what is your attitude about the health education curriculum guide, Healthy, That's Me? Would you say it is very favorable, favorable, unfavorable, or very unfavorable? ___ Very favorable (1) ___ Favorable (2) ___ Unfavorable (3) ___ Very unfavorable (4)	5	___
a. Which parts of this curriculum guide do you feel have been of most value to Head Start Projects in this region? _____ _____ _____	6	___
b. Which parts of the curriculum guide do you feel have been of least value? _____ _____ _____	7	___

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The Urban Institute-3.

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	Col.	Punch
3. How does the Healthy, That's Me curriculum guide compare to other health education materials that you've used or seen before? Is it:		
____ Better (1) ____ About the same (2) ____ Worse (3)	8	____
a. What are the three most important reasons you feel this way?		
1. _____	9	____
_____		
2. _____	10	____
_____		
3. _____	11	____
_____		
b. What are these other materials?		
_____	12	____
_____		
4. From the information you have, how easily have teachers in your region been able to incorporate the Healthy, That's Me materials into the total Head Start program?		
____ Very easily (1) ____ Fairly easily (2) ____ Not easily (3) ____ Not at all (4)	13	____

The Urban Institute-4.

Office Use Only

	Col.	Punch
a. What comments have you heard from Head Start Directors, teacher trainers, or teachers about the Healthy, That's Me curriculum guide? _____ _____ _____ _____	14	___
5. Now we would like you to comment on any parts of the health education curriculum guide, Healthy, That's Me that may be causing problems in this region. Do you know of any changes in form or content that would be helpful in solving any problems you have encountered? How could the curriculum guide be revised or refined to produce greater benefits to Head Start Directors, Head Start teachers, Head Start children, and their parents? _____ _____ _____ _____ _____	15	___
6. Are you familiar with the training sessions in the use of the Healthy, That's Me curriculum guide given by Lawrence Johnson and Associates? ___ Yes (1) ___ No (2)	16	___
a. Did you attend these training sessions? ___ Yes (1) ___ No (2)	17	___
b. If yes, how useful do you feel this training has been in helping staffs work with Head Start children? ___ Very useful (1) ___ Somewhat useful (2) ___ Not useful (3)	18	___

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	Col.	Punch
c. If yes, which aspects of the training program do you feel were of most value to the participants? Why?	19	___
d. If yes, which aspects of the training program do you feel were of least value? Why?	20	___
e. If yes, what comments have you heard about the training sessions for the Healthy, That's Me curriculum guide given by Lawrence Johnson and Associates?	21	___
7. How will the Healthy, That's Me curriculum guide be introduced to Head Start projects in this region? Which projects will receive the curriculum guide first? On what basis was this decision made?	22	___

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	Col.	Punch
8. Have you had any direct experience with the Healthy, That's Me curriculum guide as a teacher or a teacher trainer? ____ Yes, teacher (1) ____ Yes, teacher trainer (2) ____ No (3)	23	____
a. In your opinion, how desirable is it to have any specific health curriculum for use with Head Start children and their parents? ____ Not desirable at all (1) ____ Somewhat desirable (2) ____ Very desirable (3)	24	____
9. Have the Healthy, That's Me materials helped teachers in this region address specific health problems? If yes, which ones? _____ _____ _____	25 26	____ ____
a. Are there specific health problems in your region not addressed by the Healthy, That's Me materials? If yes, which ones? _____ _____ _____	27 28	____ ____
10. In addition to the comments you have made till now, is there any more information or opinions you would want to provide to assist OCD decisions on the use of health education curricula in Head Start projects and related teacher training? _____ _____ _____ _____ _____	29	____

THANK YOU VERY MUCH FOR YOUR COOPERATION

THE URBAN INSTITUTE 2100 M STREET, N.W. WASHINGTON, D.C. 20037 (202) 223-1950

February 22, 1972

Dear Head Start Director,

The Office of Child Development and The Urban Institute are working together to collect information needed to assist OCD decisions on revisions of the health education curriculum guide, Healthy, That's Me, OCD decisions on future methods of training Head Start teachers in the use of the curriculum guide, and OCD decisions on future expansion of the use of the guide.

You have been chosen at random to be a member of the research sample. In a few days someone at The Urban Institute will call you to find out your ideas on health education. You can be sure that your answers will be confidential and will never be associated with you in any way. If you are called for an interview at an inconvenient time, please suggest a more appropriate time when the interviewer can call you back.

This telephone interview will take only about 20 minutes of your time, but will add vital information to revisions of the Head Start health education curriculum guide and related teacher training. May I take this opportunity to thank you in advance for your cooperation.

Sincerely,

Richard B. Zamoff
Project Director
Health Curriculum Project

The Urban Institute

HEALTH EDUCATION HEAD START DIRECTOR INTERVIEW

Hello, may I please speak to _____.
I'm (give name) and I'm with The Urban Institute in Washington, D.C. We are collecting information needed to assist Office of Child Development decisions on the use of health education curricula in Head Start Projects, OCD decisions on future methods of training Head Start teachers in the use of health curricula, and OCD decisions on future expansion of the use of specific health curricula.

Would you mind answering a few questions to help us with our research? What you say will be held in strict confidence and will not be associated with your name in any way. What you say will become part of a general report (in which your name will not be used) which will combine the views of other Head Start Directors, Head Start teachers, teacher aides, and parents.

The Urban Institute-2.

Office Use Only

Col.	Punch
1	___
2	___
3	___

1. Were you using a specific health curriculum in your Head Start Project this year before you received Healthy, That's Me? 4 ___

___ Yes (1)
___ No (2)

a. If yes, what is the name of this curriculum?

_____

_____ 5 ___

b. Which parts of this curriculum have been of most value?

_____

_____

_____ 6 ___

_____

c. Which parts of the curriculum have been of least value?

_____

_____

_____ 7 ___

_____

2. In general, what is your attitude about the health education curriculum guide, Healthy, That's Me? Would you say it is very favorable, favorable, unfavorable, or very unfavorable?

___ Very favorable (1)
___ Favorable (2)
___ Unfavorable (3)
___ Very unfavorable (4) 8 ___

The Urban Institute-3.

Office Use Only

Col.	Punch

3. How does the Healthy, That's Me curriculum guide compare to other health education materials that you've used or seen before? Is it:

____ Better (1)
____ About the same (2)
____ Worse (3)
____ No other materials (4)

9 ____

a. What are the three most important reasons you feel this way?

1. _____

_____ 10 ____

_____

2. _____

_____ 11 ____

_____

3. _____

_____ 12 ____

_____

b. What are these other materials?

_____

_____ 13 ____

_____

c. To what extent do you feel there is a need for health education for Head Start children and their parents in your community?

1	2	3	4	5	
To No Appreciable Extent		To Some Extent		To a Great Extent	14 ____

The Urban Institute-4.

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4. How easily have teachers been able to incorporate the Healthy, That's Me materials into the total Head Start program? ____ Very easily (1) ____ Fairly easily (2) ____ Not easily (3) ____ Not at all (4) ____ Don't know (5)	15	____
5. Now we would like you to comment on any parts of the health education curriculum guide, Healthy, That's Me, that may be causing you or your staff problems. Do you know of any changes in form or content that would be helpful in solving any problems you have encountered? How could the curriculum guide be revised or refined to produce greater benefits to Head Start Directors, Head Start teachers, Head Start children, and their parents? _____ _____ _____ _____ _____ _____	16	____
6. What comments have you heard from teachers about the Healthy, That's Me curriculum guide? _____ _____ _____ _____ _____ _____	17	____

The Urban Institute-5.

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7. What comments have you heard from parents about the Healthy, That's Me curriculum guide? _____ _____ _____	18	___
8. Have you shown the Healthy, That's Me curriculum guide to anyone else? If yes, to whom? What were their comments? _____ _____ _____	19	___
9. Have the Healthy, That's Me materials helped teachers in your Head Start Project address specific health problems? If yes, which ones? How has the guide helped teachers address these problems? _____ _____ _____	20 21 22	___ ___ ___
a. Are there specific health problems in your Head Start Project not addressed by the Healthy, That's Me materials? If yes, which ones? _____ _____ _____	23 24	___ ___
10. Did you or your staff receive any specific training in the use of the Healthy, That's Me curriculum guide? ____ Yes (1) ____ No (2)	25	___

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a. If yes, by whom was this training provided?

_____ 26 ____

b. If yes, how was the training conducted?

_____

_____ 27 ____

c. If yes, how useful was this training in helping you or your staff work with Head Start children?

____ Very useful (1)
____ Somewhat useful (2) 28 ____
____ Not useful (3)

d. If yes, which aspects of the training program were of most value to you or your staff? Why?

_____

_____ 29 ____

_____

_____

e. If yes, which aspects of the training program were of least value? Why?

_____

_____ 30 ____

_____

_____

f. If yes, what comments have you heard about the training sessions for the Healthy, That's Me curriculum guide given by Lawrence Johnson and Associates?

_____

_____

_____ 31 ____

_____

_____

The Urban Institute-7.

Office Use Only

	Col.	Punch
g. If no, how did teachers in your Head Start Project prepare to use the curriculum guide? _____ _____ _____	32	___
11. Have you contacted the Regional Office, State Training Officer, or anyone else about the <u>implementation</u> of the <u>Healthy, That's Me</u> curriculum guide? ____ Yes (1) ____ No (2)	33	___
a. If yes, what was the nature of the contact? _____ _____ _____ _____	34	___
12. Have you contacted the Regional Office, State Training Officer, or anyone else about the <u>content</u> of the <u>Healthy, That's Me</u> curriculum guide? ____ Yes (1) ____ No (2)	35	___
a. If yes, what was the nature of the contact? _____ _____ _____ _____	36	___

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13. Have you contacted the Regional Office, State Training Officer, or anyone else about the <u>training</u> to be used to prepare teachers to use the <u>Healthy, That's Me</u> curriculum guide?

____ Yes (1)
____ No (2) 37 ____

a. If yes, what was the nature of the contact?

_____

_____ 38 ____

_____

THANK YOU VERY MUCH FOR YOUR COOPERATION!

THE URBAN INSTITUTE 2100 M STREET, N.W. WASHINGTON, D.C. 20037 (202) 223-1950

February 22, 1972

Dear Teacher,

The Office of Child Development and The Urban Institute are working together to collect information needed to assist OCD decisions on revisions of the health education curriculum guide, Healthy, That's Me, OCD decisions on future methods of training Head Start teachers in the use of the curriculum guide, and OCD decisions on future expansion of the use of the guide.

You have been chosen at random to be a member of the research sample. In a few days someone at The Urban Institute will call you to find out your ideas on health education. You can be sure that your answers will be confidential and will never be associated with you in any way. If you are called for an interview at an inconvenient time, please suggest a more appropriate time when the interviewer can call you back.

This telephone interview will take only about 20 minutes of your time, but will add vital information to revisions of the Head Start health education curriculum guide and related teacher training. May I take this opportunity to thank you in advance for your cooperation.

Sincerely,

Richard B. Zamoff
Project Director
Health Curriculum Project

P.S. I am enclosing a copy of four scales to be used in our interview with you. It would facilitate matters greatly if you kept these scales with you, so that you can refer to them during the telephone interview.

SCALES USED IN HEALTH EDUCATION TEACHER INTERVIEW

Scale A

1=Poorly prepared
2=Average preparation
3=Well prepared

Scale B

1=No confidence
2=Very little confidence
3=Average confidence
4=High confidence
5=Very high confidence

Scale C

1=To no appreciable extent
2
3=To some extent
4
5=To a great extent

Scale D

1=Not useful at all
2=Useful to an insignificant extent
3=Useful to some extent
4=Very useful
5=Don't know, have not used

The Urban Institute

HEALTH EDUCATION TEACHER INTERVIEW

Hello, may I please speak to _____.
I'm (give name) and I'm with The Urban Institute in Washington, D.C. We are collecting information needed to assist Office of Child Development decisions on the use of health education curricula in Head Start Projects, OCD decisions on future methods of training Head Start teachers in the use of health curricula, and OCD decisions on future expansion of the use of specific health curricula.

Would you mind answering a few questions to help us with our research? What you say will be held in strict confidence and will not be associated with your name in any way. What you say will become part of a general report (in which your name will not be used) which will combine the views of other Head Start teachers and teacher aides.

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____ Teacher (1) ___ Teacher aide (2)	1 2 3 4	___ ___ ___ ___
1. How many years of teaching experience do you have? _____ a. How many years have you been a Head Start teacher?_____	5 6	___ ___
2. In terms of your preparation in the area of health education, how would you rate yourself at the start of this school year using scale A? (Read scale) 1 Poorly Prepared — 2 Average Preparation — 3 Well Prepared	7	___
3. To what extent do you feel most of the <u>children</u> in your Head Start Project have <u>developed an understanding</u> of how to care for their <u>present</u> health needs? Please answer according to scale C. (Read scale) 1 To No Appreciable Extent — 2 — 3 To Some Extent — 4 — 5 To a Great Extent	8	___
4. To what extent do you feel most of the <u>children</u> in your Head Start Project have <u>developed an understanding</u> of how to care for their <u>future</u> health needs? (Read scale C) 1 To No Appreciable Extent — 2 — 3 To Some Extent — 4 — 5 To a Great Extent	9	___
5. To what extent do you feel most of the <u>parents</u> of the children in your Head Start Project have <u>developed an understanding</u> of how to care for the health of their children? Please answer according to the following scale. (Read scale C) 1 To No Appreciable Extent — 2 — 3 To Some Extent — 4 — 5 To a Great Extent	10	___

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6. What kind of health education did you have in your Head Start Project before you received Healthy, That's Me? _____ _____ _____	11	___
a. Were you using specific health education materials in your Head Start Project this year before you received Healthy, That's Me? ____ Yes (1) ____ No (2)	12	___
b. If yes, what are these materials? _____ _____ _____ _____	13	___
c. If yes, were you using these health education materials only with children, only with parents, or with both children and parents? ____Only children (1) ____Only parents (2) ____Children and parents (3)	14	___
d. Have you ever reviewed the Head Start Rainbow Series materials? ____ Yes (1) ____ No (2)	15	___

The Urban Institute-4

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Col.	Punch
16	___
17	___
18	___
19	___
20	___
21	___

7. When did you first see the Healthy, That's Me curriculum guide?

_____

a. Which parts of the Healthy, That's Me curriculum guide have been of most value?

_____

_____

_____

b. Which parts of the curriculum guide have been of least value?

_____

_____

_____

c. In general, what is your attitude about the health education curriculum guide, Healthy, That's Me? Would you say it is very favorable, favorable, unfavorable, or very unfavorable?

____ Very favorable (1)
____ Favorable (2)
____ Unfavorable (3)
____ Very unfavorable (4)

d. Have you made any changes in your classroom since you received the Healthy, That's Me curriculum guide? If yes, what changes?

_____

_____

_____

e. Have the Healthy, That's Me curriculum materials helped you address specific health problems in your community? If yes, which ones? If yes, how has it helped you address these problems?

_____

_____

_____

The Urban Institute-5.

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	Col.	Punch
_____		
_____	22	____
f. Are there specific health problems in your community not addressed by the Healthy, That's Me materials? If yes, which ones?		
_____		
_____	23	____
_____		
8. How does the Healthy, That's Me curriculum guide compare to other health education materials that you've used or seen before? Is it:		
____ Better (1) ____ About the same (2) ____ Worse (3) ____ No other materials (4)	24	____
a. What other forms of health education are available in your community for Head Start parents?		
_____		
_____	25	____
_____		
9. How easily have you been able to incorporate the Healthy, That's Me materials into your total Head Start Project?		
____ Very easily (1) ____ Fairly easily (2) ____ Not easily (3) ____ Not at all (4)	26	____
10. How useful have the Healthy, That's Me materials been in working with children on a one-to-one basis? (Read scale D)		
____ Not useful at all (1) ____ Useful to an insignificant extent (2) ____ Useful to some extent (3) ____ Very useful (4) ____ Don't know, have not used (5)	27	____
a. How useful have the Healthy, That's Me materials been in working with groups of 3 to 5 children? (Read scale D)		

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____ Not useful at all (1) ____ Useful to an insignificant extent (2) ____ Useful to some extent (3) ____ Very useful (4) ____ Don't know, have not used (5)	28	____
b. How useful have the Healthy, That's Me materials been in working with groups of more than 5 children? (Read Scale D) ____ Not useful at all (1) ____ Useful to an insignificant extent (2) ____ Useful to some extent (3) ____ Very useful (4) ____ Don't know, have not used (5)	29	____
11. Are you using the Healthy, That's Me materials only with children, only with parents, or with both children and parents? ____ Only children (1) ____ Only parents (2) ____ Children and parents (3)	30	____
a. If using Healthy, That's Me materials with parents, with what percentage of your children's parents are you using the Healthy, That's Me materials? _____	31	____
b. If using Healthy, That's Me materials with parents, how are you using the Healthy, That's Me materials with parents? _____ _____ _____	32	____
c. Have you shown the Healthy, That's Me materials to anyone else? If yes, to whom? _____ _____ _____	33	____

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	Col.	Punch
12. How useful are the materials included in the unit, "All About Me," in helping Head Start children learn identification of body parts and functions of body systems? (Read Scale D) ____ Not useful at all (1) ____ Useful to an insignificant extent (2) ____ Useful to some extent (3) ____ Very useful (4) ____ Don't know, have not used (5) a. What additions or deletions should be made to improve this part of the curriculum guide? _____ _____ _____	34 35	____ ____
13. How useful are the materials included in the unit, "Me and My Folks," for helping Head Start children develop pride in their heritage and respect for other groups? (Read Scale D) ____ Not useful at all (1) ____ Useful to an insignificant extent (2) ____ Useful to some extent (3) ____ Very useful (4) ____ Don't know, have not used (5) a. What additions or deletions should be made to improve this part of the curriculum guide? _____ _____ _____	36 37	____ ____
14. How useful are the materials included in the unit, "Where I Live," in helping Head Start children learn personal health habits? (Read Scale D) ____ Not useful at all (1) ____ Useful to an insignificant extent (2) ____ Useful to some extent (3) ____ Very useful (4) ____ Don't know, have not used (5)	38	____

The Urban Institute-8.

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	Col.	Punch
15. How useful are the materials included in the unit, "Where I Live," in helping Head Start children learn that particular actions in the home or neighborhood are dangerous? (Read Scale D) ____ Not useful at all (1) ____ Useful to an insignificant extent (2) ____ Useful to some extent (3) ____ Very useful (4) ____ Don't know, have not used (5) a. What additions or deletions should be made to improve this part of the curriculum guide? _____ _____ _____	39 40	____ ____
16. How useful are the materials included in the unit, "I'm Growing and Changing," for helping Head Start children learn about physical and emotional growth and development, such as the development of teeth and special senses? (Read Scale D) ____ Not useful at all (1) ____ Useful to an insignificant extent (2) ____ Useful to some extent (3) ____ Very useful (4) ____ Don't know, have not used (5) a. What additions or deletions should be made to improve this part of the curriculum guide? _____ _____ _____	41 42	____ ____
17. How useful are the materials included in the unit, "Who Helps Me Take Care of My Health," in preparing Head Start children to accept health care from doctors, nurses, and dentists in offices, hospitals, and clinics? (Read Scale D)		

The Urban Institute-9.

Office Use Only

	Col.	Punch
____ Not useful at all (1) ____ Useful to an insignificant extent (2) ____ Useful to some extent (3) ____ Very useful (4) ____ Don't know, have not used (5)	43	____
a. What additions or deletions should be made to improve this part of the curriculum guide? _____ _____ _____	44	____
18. Have you used the Healthy, That's Me children's book in your classroom? ____ Yes (1) ____ No (2)	45	____
a. If yes, how have you used this book? _____ _____ _____	46	____
19. Have you introduced the Healthy, That's Me parent handbooks to the parents of the children in your classroom? ____ Yes (1) ____ No (2)	47	____
a. If yes, which of the parent handbooks have you found most useful? _____ _____ _____	48	____

The Urban Institute- 10.

Office Use Only

	Col.	Punch
20. Now we would like you to comment on any parts of the health education curriculum guide, Healthy, That's Me, that may be causing you problems. What changes in form or content would be helpful in solving any problems you have encountered? How could the curriculum guide be revised or refined to produce greater benefits to you, Head Start children, and their parents? _____ _____ _____ _____ _____ _____	49	____
21. Did you receive any specific training in using the Healthy, That's Me curriculum guide? ____ Yes (1) ____ No (2)	50	____
a. If yes, when did this training take place? _____	51	____
b. If yes, how was the training conducted? _____ _____ _____	52	____
c. If yes, how useful was this training in helping you work with Head Start children? ____ Very useful (1) ____ Somewhat useful (2) ____ Not useful (3)	53	____

The Urban Institute-11.

Office Use Only

	Col.	Punch
d. If yes, which aspects of the training program do you feel were of most value to you? Why? _____ _____ _____ _____	54	___
e. If yes, which aspects of the training program were of least value? Why? _____ _____ _____ _____	55	___
f. If yes, what type of training might have been more useful to you in addition to or instead of what you received? _____ _____ _____ _____	56	___
g. If no, how did you prepare to use the curriculum guide? _____ _____ _____ _____	57	___
22. Did anyone else participate in introducing the Healthy, That's Me materials to children? _____ _____ _____	58	___

The Urban Institute-12.

Office Use Only

	Col.	Punch
23. Did anyone else participate in introducing the Healthy, That's Me materials to parents? _____ _____ _____	59	___
24. Do you recommend that the Healthy, That's Me materials be used throughout Head Start next year? ____ Yes (1) ____ No (2)	60	___
a. If no, under what conditions would you recommend that the materials be used throughout Head Start next year? _____ _____ _____ _____ _____	61	___

THANK YOU VERY MUCH FOR YOUR COOPERATION!

THE URBAN INSTITUTE 2100 M STREET, N.W. WASHINGTON, D.C. 20037 (202) 223-1960

February 22, 1972

Dear Teacher,

The Office of Child Development and The Urban Institute are working together to collect information needed to assist OCD decisions on the use of health education materials in Head Start projects, OCD decisions on future methods of training Head Start teachers in the use of health curricula, and OCD decisions on future expansion of the use of specific health materials.

You have been chosen at random to be a member of the research sample. In a few days someone at The Urban Institute will call you to find out your ideas on health education. You can be sure that your answers will be confidential and will never be associated with you in any way. If you are called for an interview at an inconvenient time, please suggest a more appropriate time when the interviewer can call back.

This telephone interview will take only about 20 minutes of your time, but will add vital information to revisions of health education curricula and related teacher training. May I take this opportunity to thank you in advance for your cooperation.

Sincerely,

Richard B. Zamoff
Project Director
Health Curriculum Project

P.S. I am enclosing a copy of four scales to be used in our interview with you. It would facilitate matters greatly if you kept these scales with you, so that you can refer to them during the telephone interview.

SCALES USED IN HEALTH EDUCATION TEACHER INTERVIEW

Scale A

1=Poorly prepared
2=Average preparation
3=Well prepared

Scale B

1=No confidence
2=Very little confidence
3=Average confidence
4=High confidence
5=Very high confidence

Scale C

1=To no appreciable extent
2
3=To some extent
4
5=To a great extent

Scale D

1=Not useful at all
2=Useful to an insignificant extent
3=Useful to some extent
4=Very useful
5=Don't know, have not used

The Urban Institute

HEALTH EDUCATION TEACHER INTERVIEW

Hello, may I please speak to _____.
I'm (give name) and I'm with The Urban Institute in Washington, D.C. We are collecting information needed to assist Office of Child Development decisions on the use of health education curricula in Head Start Projects, OCD decisions on future methods of training Head Start teachers in the use of health curricula, and OCD decisions on future expansion of the use of specific health curricula.

Would you mind answering a few questions to help us with our research? What you say will be held in strict confidence and will not be associated with your name in any way. What you say will become part of a general report (in which your name will not be used) which will combine the views of other Head Start teachers and teacher aides.

The Urban Institute-2

Office Use Only

	Col.	Punch
____ Teacher (1) ____ Teacher aide (2)	1 2 3 4	____ ____ ____ ____
1. How many years of teaching experience do you have? _____	5	____
a. How many years have you been a Head Start teacher? _____	6	____
2. In terms of your preparation in the area of health education, how would you rate yourself at the start of this school year using scale A? (Read scale) 1 Poorly Prepared — 2 Average Preparation — 3 Well Prepared	7	____
3. To what extent do you feel most of the children in your Head Start Project have developed an understanding of how to care for their present health needs? Please answer according to scale C. (Read scale) 1 To No Appreciable Extent — 2 — 3 To Some Extent — 4 — 5 To a Great Extent	8	____
4. To what extent do you feel most of the children in your Head Start Project have developed an understanding of how to care for their future health needs? (Read scale C) 1 To No Appreciable Extent — 2 — 3 To Some Extent — 4 — 5 To a Great Extent	9	____
5. To what extent do you feel most of the parents of the children in your Head Start Project have developed an understanding of how to care for the health of their children? Please answer according to the following scale. (Read scale C) 1 To No Appreciable Extent — 2 — 3 To Some Extent — 4 — 5 To a Great Extent	10	____

The Urban Institute-3

Office Use Only

	Col.	Punch
6. What kind of health education do you have in your Head Start Project?		
_____		
_____	11	____
_____		
a. Are you using specific health education materials in your Head Start Project?		
____ Yes (1)		
____ No (2)	12	____
b. If yes, what are these materials?		
_____		
_____	13	____
_____		
_____		
c. If yes, are you using these health education materials only with children, only with parents, or with both children and parents?		
____ Only children (1)		
____ Only parents (2)	14	____
____ Children and parents (3)		
d. Have you ever reviewed the Head Start Rainbow Series materials?		
____ Yes (1)		
____ No (2)	15	____
7. a. Which parts of the health education materials have been of most value?		
_____	16	____
_____		

The Urban Institute-4

Office Use Only

	Col.	Punch
b. Which parts of the health education materials have been of least value? _____ _____ _____	17	___
c. In general, what is your attitude about the health education portion of your Head Start Project? Would you say it is very favorable, favorable, unfavorable, or very unfavorable? ____ Very favorable (1) ____ Favorable (2) ____ Unfavorable (3) ____ Very unfavorable (4)	18	___
8. How does the health education portion of your Head Start Project compare to other health education materials that you've used or seen before? Is it: ____ Better (1) ____ About the same (2) ____ Worse (3) ____ No health education, no other materials (4)	19	___
a. What forms of health education are available in your community for Head Start parents? _____ _____ _____	20	___
b. To what extent do you feel that there is a need for health education for your Head Start children and their parents? (Read scale C) 1 To No Appreciable Extent 2 3 To Some Extent 4 5 To a Great Extent	21	___

The Urban Institute-5

Office Use Only

	Col.	Punch
c. What kind of program and assistance would be of most value in meeting the health education needs of your Head Start children and their parents? _____ _____ _____	22	____
d. Have you heard of the health education curriculum guide, Healthy, That's Me? If yes, what have you heard about it? Have you seen it? _____ _____ _____ _____ _____ _____	23 24	____ ____
9. How easily have you been able to incorporate your health education materials into your total Head Start Project? ____ Very easily (1) ____ Fairly easily (2) ____ Not easily (3) ____ Not at all (4)	25	____
10. How useful have your health education materials been in working with children on a one-to-one basis? (Read scale D) ____ Not useful at all (1) ____ Useful to an insignificant extent (2) ____ Useful to some extent (3) ____ Very useful (4) ____ Don't know, have not used (5)	26	____

The Urban Institute-6

Office Use Only

	Col.	Punch
a. How useful have your health education materials been in working with groups of 3 to 5 children? (Read scale D) ____ Not useful at all (1) ____ Useful to an insignificant extent (2) ____ Useful to some extent (3) ____ Very useful (4) ____ Don't know, have not used (5)	27	____
b. How useful have your health education materials been in working with groups of more than 5 children? (Read scale D) ____ Not useful at all (1) ____ Useful to an insignificant extent (2) ____ Useful to some extent (3) ____ Very useful (4) ____ Don't know, have not used (5)	28	____
11. Now we would like you to comment on any parts of the health education portion of year Head Start Project that may be causing you problems. What changes in form or content would be helpful in solving any problems you have encountered? How could the health education portion be revised or refined to produce greater benefits to you, Head Start children and their parents? _____ _____ _____ _____ _____ _____ _____	29	____
12. Did you receive any specific training in the health education materials you are now using? ____ Yes (1) ____ No (2)	30	____

The Urban Institute-7

Office Use Only

	Col.	Punch
a. If yes, by whom was this training provided? _____	31	___
b. If yes, how was the training conducted? _____ _____ _____	32	___
c. If yes, how useful was this training in helping you work with Head Start children? ____ Very useful (1) ____ Somewhat useful (2) ____ Not useful (3)	33	___
d. If yes, which aspects of the training program do you feel were of most value to you? Why? _____ _____ _____ _____	34	___
e. If yes, which aspects of the training program were of least value? Why? _____ _____ _____ _____	35	___
f. If no, how did you prepare to use the health education materials you are now using? _____ _____ _____ _____	36	___

44

THANK YOU VERY MUCH FOR YOUR COOPERATION!

THE URBAN INSTITUTE 2100 M STREET, N.W. WASHINGTON, D.C. 20037 (202) 223-1930

March 6, 1972

Dear Teacher Trainer,

The Office of Child Development and The Urban Institute are working together to collect information needed to assist OCD decisions on revisions of the health education curriculum guide, Healthy, That's Me, OCD decisions on future methods of training Head Start teachers in the use of the curriculum guide, and OCD decisions on future expansion of the use of the guide.

You have been chosen at random to be a member of the research sample because of your participation in a curriculum training session at the Regional Office, and because you have first-hand experience in how the curriculum guide is being received in the field. In a few days someone at The Urban Institute will call you to find out your ideas on health education. You can be sure that your answers will be confidential and will never be associated with you in any way. If you are called for an interview at an inconvenient time, please suggest a more appropriate time when the interviewer can call you back.

This telephone interview will take only about 20 minutes of your time, but will add vital information to revisions of the Head Start health education curriculum guide and related teacher training. May I take this opportunity to thank you in advance for your cooperation.

Sincerely,

Richard B. Zamoff
Project Director
Health Curriculum Project

The Urban Institute

HEALTH EDUCATION TEACHER TRAINER INTERVIEW

Hello, may I please speak to _____.
I'm (give name) and I'm with The Urban Institute in Washington, D.C.
We are collecting information needed to assist Office of Child Development decisions on the use of health education curricula in Head Start Projects, OCD decisions on future methods of training Head Start teachers in the use of health curricula, and OCD decisions on future expansion of the use of specific health curricula.

Would you mind answering a few questions to help us with our research? What you say will be held in strict confidence and will not be associated with your name in any way. What you say will become part of a general report (in which your name will not be used) which will combine the views of Regional Office staff, teacher trainers, Head Start teachers, teacher aides, and parents.

The Urban Institute-2.

Office Use Only

	Col.	Punch
	1 2 3	___ ___ ___
1. a. Which parts of the Healthy, That's Me curriculum guide do you feel will be of most value to the teachers you have trained? _____ _____ _____	4	___
b. Which parts of the curriculum guide do you feel will be of least value? _____ _____ _____	5	___
c. In general, what is your attitude about the health education curriculum guide, Healthy, That's Me? Would you say it is very favorable, favorable, unfavorable, or very unfavorable? ____ Very favorable (1) ____ Favorable (2) ____ Unfavorable (3) ____ Very unfavorable (4)	6	___
2. How easily do you feel teachers you have trained will be able to incorporate the Healthy, That's Me materials into their total Head Start program? ____ Very easily (1) ____ Fairly easily (2) ____ Not easily (3) ____ Not at all (4)	7	___
3. What comments have you heard from Head Start Directors or teachers about the Healthy, That's Me curriculum guide? _____ _____ _____	8	___

The Urban Institute-3.

Office Use Only

	Col.	Punch
a. In your opinion, will the Healthy, That's Me materials help teachers address specific health problems in your region? If yes, which ones? _____ _____ _____	9	___
b. Are there specific health problems in your region not addressed by the Healthy, That's Me materials? If yes, which ones? _____ _____ _____	10	___
4. Now we would like you to comment on any parts of the health education curriculum guide, Healthy, That's Me, that may have caused you problems in training teachers to use this guide. What changes in form or content would be helpful in solving any problems you have encountered? How could the health education curriculum guide be revised or refined to produce greater benefits to you, Head Start teachers, Head Start children, and their parents? _____ _____ _____ _____ _____	11	___
5. How useful was the training you received in helping you use the Healthy, That's Me curriculum guide? ___ Very useful (1) ___ Somewhat useful (2) ___ Not useful (3)	12	___

The Urban Institute-4.

Office Use Only

Col.	Punch

a. Which aspects of the training program were of most value to you? Why?

_____

_____ 13 ____

_____

_____

b. Which aspects of the training program were of least value? Why?

_____

_____ 14 ____

_____

_____

c. Did you encounter any difficulties in the training program that you would like to comment about? Please be specific.

_____

_____ 15 ____

_____

_____

d. How much did you know about the Healthy, That's Me curriculum guide before the training session you attended?

_____

_____ 16 ____

_____

_____

The Urban Institute-5.

Office Use Only

Col.	Punch

e. How well prepared to train Head Start teachers in the use of the Healthy, That's Me curriculum guide did you feel after the training session you attended?

____ Very well prepared (1)
____ Well prepared (2)
____ Average preparation (3)
____ Poorly prepared (4)
____ Very poorly prepared (5)

17 ____

f. In training teachers to use the Healthy, That's Me materials did teachers raise any questions about the curriculum guide that your training could have better prepared you to answer? If yes, which ones?

_____

_____ 18 ____

_____

_____ 19 ____

g. What type of training might have been more useful to you in addition to or instead of what you received?

_____

_____

_____ 20 ____

_____

6. To what extent were you able to employ specific teaching methods used by Lawrence Johnson and Associates when you trained Head Start teachers in your region?

1	2	3	4	5
To No Appreciable Extent		To Some Extent		To a Great Extent

21 ____

a. Which specific training methods did you use?

_____

_____ 22 ____

_____

The Urban Institute-6.

Office Use Only

	Col.	Punch
b. Which specific training methods were most successful? _____ _____ _____	23	___
c. Which specific training methods were least successful? _____ _____ _____	24	___
7. Have you contacted the Regional Office or anyone else about the <u>implementation</u> of the <u>Healthy, That's Me</u> curriculum guide? ___ Yes (1) ___ No (2) a. If yes, what was the nature of the contact? _____ _____ _____ _____	25 26	___ ___
8. Have you contacted the Regional Office or anyone else about the <u>content</u> of the <u>Healthy, That's Me</u> curriculum guide? ___ Yes (1) ___ No (2) a. If yes, what was the nature of the contact? _____ _____ _____	27 28	___ ___

The Urban Institute-7.

Office Use Only

	Col.	Punch
9. Have you contacted the Regional Office or anyone else about the <u>training</u> to be used to prepare teachers to use the <u>Healthy, That's Me</u> curriculum guide? ____ Yes (1) ____ No (2)	29	____
a. If yes, what was the nature of the contact? _____ _____ _____	30	____
10. Do you recommend that the <u>Healthy, That's Me</u> materials be used throughout Head Start next year? ____ Yes (1) ____ No (2)	31	____
a. If no, under what conditions would you recommend that the materials be used throughout Head Start? _____ _____ _____ _____ _____	32	____

THANK YOU VERY MUCH FOR YOUR COOPERATION!

APPENDIX C

MEMOS FROM OFFICE OF CHILD DEVELOPMENT TO REGIONAL OFFICES

MEMORANDUM

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF THE SECRETARY

121

DATE: JUL 20 1971

TO : Assistant Regional Directors

FROM : Edward Zigler, Director EZ
Office ofChild Development

SUBJECT: Introduction of Health Education Curriculum into Head Start Communities

One of OCD's objectives for FY 1972 is the introduction of the recently developed Health Education Curriculum into programs serving as many as 100,000 children. The curriculum, "Healthy, That's Me", is directed toward children, their parents and their teachers. It addresses itself to the total physical and emotional well-being of the child. "Healthy, That's Me" consists of five study units to be taught by a classroom teacher; nine handbooks for parents, and five workbooks for each child.

The curriculum is being introduced initially into 19 Health Start programs. Three copies of each element of the curriculum will be mailed to you by the end of July, so that you and your appropriate staff can become familiar with it.

Accomplishing our objective will be a major task and we will need your help in introducing the curriculum to full year programs. To expedite the process, the following timetable is established:

1. Each ARD should submit to Mrs. Lee Burner, Health Services Specialist, the name of the regional office contact person for this project by July 30, 1971.

2. Each region should confirm and submit names of communities into which the curriculum is to be introduced by August 30.

3. Training will be instituted for appropriate Regional and local program personnel by October 15, 1971. During the coming weeks, we will be working with you to identify people to be trained and to select training dates and locations.

To ensure equitable distribution of the curriculum, the OCD Regional support staff has assigned a proportionate share of children to be reached in each region, as follows:

Region	Full Year Children	% of Total	Estimate of No. of Children Reached
I	10,015	3.95	3,950
II	24,805	9.79	9,790
III	18,126	7.16	7,160
IV	75,648	29.87	29,870
V	34,421	13.59	13,590

Region	Full Year Children	% of Total	Estimate of No. of Children Reached
VI	35,850	14.15	14,150
VII	14,102	5.57	5,570
VIII	7,101	2.80	2,800
IX	24,018	9.48	9,480
X	2,919	1.15	1,150
Indian and Migrant Division	6,271	2.48	2,480
TOTALS	253,276	99.99	99,990

To assist you in reaching your share of children, the Regional support staff compiled a list of programs (attachment) which approximate the number of children to be reached in each region. These are presented only as possibilities and are not intended to dictate your choice of grantees you wish to reach with the Health Education Curriculum. It is important that the curriculum only be introduced to local programs, whose staff and policy council wish to use it. We prefer that the curriculum be introduced into your larger programs, so that management of the project does not become unwieldly.

Without your complete support of this program, we will be unable to meet our objective. Therefore, I urge you to help us implement this curriculum in a manner directed towards improving the present and future health of the children we serve.

Attachment

REGION I

Community Progress, Inc.
270 Orange Street
New Haven, Connecticut 06511

Full year, part day	755 children
	46
	801

Action for Boston Community Development, Inc.
150 Fremont Street
Boston, Massachusetts 02111

Full year, part day	1,458 children

New Britain OEO
147 Main Street
New Britain, Connecticut 06051

Full year, part day	450 children

Worchester Community Action Council, Inc.
340 Main Street, Rms. 384 and 5

Full year, part day	405 children

Community Action Committee of Cape Cod and Islands
88 Lewis Bay Road
Hyannis, Massachusetts 02601

Full year, part day	270 children

Thames Valley Council for Community Action
1 Sylvandale Road
Jewett City, Connecticut 06351

Full year, part day	120
Full year, Full day	105
	225

Self Help, Inc.
71 Centre Street
Brockton, Massachusetts 02401

Full year, part day	320

Total: 3220

REGION II

Community Development Agency
New York City, N. Y.

Full year, part day	5,145
Full year, full day	1,170
	6,315 children

United Community Coporation
Newark, New Jersey

Full year, part day	1,764
Full year, full day	105
	1,869 children

Atlantic Human Resources
Atlantic City, New Jersey

Full year, full day	440

Erie County Community Actien Organization
Buffalo, New York

Full year, part day	767

Campden County on Economic Opportunity, Inc.
Camden, New Jersey

Full year, full day	394 children

(cont'd.)

Richmond CAP, Inc. Richmond, Virginia		
	Full year, part day	195
	Full year, full day	180
		375
Lonesome Pine Development Corps Jonesville, Virginia		
	Full year, part day	272
Allegheny County OEO Pittsburgh, Pa.		
	Full year, full day	315

Total: 7136.

REGION III

CA Greater Wilmington, Inc. Wilmington, Delaware		
	Full year, part day	499
District of Columbia United Planning Organization		
	Full year, part day	1,099
	Full year, full day	911
		2,010
Montgomery County Department of Community Development Rockville, Maryland		
	Fullyear, part day	520
	Full year, full day	50
		570
Mayor and City Council of Baltimore CAA Baltimore, Maryland		
	Full year, Full day	375
Greater Erie Community Action Committee Erie, Pennsylvania		
	Full year, part day	345
Philadelphia Anti-Poverty Action Commission Philadelphia, Pa.		
	Full year, part day	1,035 children
Community Action Pittsburgh, Inc. Pittsburgh, Pa.		
	Full year, part day	840
	Full year, full day	20
		860
TAAP In Roanoke Valley, Inc. Roanoke, Virginia		
	Full year, full day	480

REGION IV

Mobile Area Community Action Committee Mobile, Alabama		
	Full year, full day	818
Montgomery Community Action Committee Montgomery, Alabama		
	Full year, full day	1,145
Economic Opportunity Inc. of Dade Miami, Florida		
	Full year, full day	4,049
Community Action Agency of Hillsboro County Tampa, Florida		
	Full year, part day	1,360
Louisville and Jefferson County Community Action Louisville, Kentucky		
	Full year, part day	940
	Full year, full day	195
		1,135 children
Bolivar County Community Action Program , Inc. Cleveland, Mississippi		
	Full year, part day	2,745
Mary Holmes Community Education Extension Division Jackson, Mississippi		
	Full year, part day	5,360
Coahoma Opportunities, Inc. Clarksdale, Mississippi		
	Full year, part day	2,047
Mississippi Industrial College Grenada, Mississippi		
	Full year, part day	1,000
Harrison County Civic Action Commission Gulfport, Mississippi		

(cont'd.)

Mississippi Head Start Coordinating Council Jackson, Mississippi		
	Full year, part day	5,850
Central Mississippi, Inc. Winona, Mississippi		
	Full year, part day	1,778
Jackson County Civic Action Committee Pascagoula, Mississippi		
	Full year, full day	1,037

Total: 29854

REGION V

Chicago Commission on Urban Opportunity
Chicago, Illinois

Full year, part day	5,929
Full year, full day	1,056
	6,985 children

Cook County Office of Economic Opportunity
Chicago, Illinois

Full year, part day	1,822
Full year, full day	305
	2,127

Lake County Economic Opportunity Council
Gary, Indiana

Full year, part day	410

CAP of Greater Indianapolis, Inc.
Indianapolis, Indiana

Full year, part day	850

Community Organization of Social Action

Full year, part day	200

Wayne County Community Action Committee, Inc.

Full year, part day	220

Oakland County Committee on Economic Opportunity
Pontiac, Michigan

Full year, part day	932

Mayor's Commission for Human Resources Development
Detroit, Michigan

Full year, part day	1,440

Chippewa Luce Makinac Community Action Agency
Faulty St. Marie, Michigan

Full year, part day	200

Community Action Committee of Lima and Allen
Lima Ohio

Full year, part day	225

Total: 13,529

REGION VI

Economic Opportunity Development Corps San Antonio - Bexar County
San Antonio, Texas

Full year, full day	600

El Paso Community Action Program Project Bravo, Inc.
El Paso, Texas

Full year, part day	1,160

Harris County Community Action Association
Houston, Texas

Full year, full day	1,800

Arvac, Inc.
Dardanelle, Louisiana

Full year, full day	600

Tri-Parish Progress
Crowley, Louisiana

Full year, part day	1,100

Community Advancement, Inc.
Baton Rouge, Louisiana

Full year, full day	710

St. Martin Ilseria Lafayette CAA
Lafayette, Louisiana

Full year, part day	876

Total Community Action Inc.
New Orleans, Louisiana

Full year, full day	796

Cenla Community Action Commission, Inc.
Alexandria, Louisiana

Full year, full day	800

(Cont'd.)

Associated City County Economic Development Corps of Hidalgo County
Edinburg, Texas

Full year, full day	800
Full year, part day	150
	950 children

Community Committee Youth, Education and Job Opportunity
Corpus Christie, Texas

Full year, part day	620

Human Opportunities Corporation of Austin and Travis County
Austin, Texas

Full year, part day	360
Full year, full day	540
	900

Economic Opportunity Development Corps of Laredo and Webb Counties
Laredo, Texas

Full year, part day	500
Full year, full day	151
	651

Ki Bois Community Action Foundation, Inc.
Wilburton, Oklahoma

Full year, part day	800

CAP of Oklahoma City and County , Inc.
Oklahoma City, Oklahoma

Full year, part day	230
Full year, full day	625
	855

Redland Community Action Foundation, Inc.
Chandler, Oklahoma

Full year, part day	400
Full year, full day	140
	540

(cont'd.)

Little Dixie CAA Inc.
Hugo, Oklahoma

Full year, part day 368

Total: 14126

REGION VII

East Missouri Community Action, Inc.
Flat River, Missouri

Full year, part day	346

Human Resources Corporation
Kansas City, Missouri

Full year, part day	800
Full year, full day	240
	1,040

Delta Area Economic Opportunity Corporation
Portageville, Missouri

Full year, Part day	1,300

Human Development Corporation of Metropolitan St. Louis
St. Louis, Missouri

Full year, part day	2,100
Full, full day	280
	2,380

Economic Opportunity Corporation of Greater St. Joseph
St. Joseph, Missouri

Full year, part day	260

Mid Sioux Opportunity, Inc.
Remsen, Iowa

Full year, part day	225

Total: 5551

REGION VIII

Denver Opportunity
Denver, Colorado

Full year, part day	1,533

Community Action Program - Economic Opportunity, Salt Lake Area
Salt Lake City, Utah

Full year, part day	380
Full year, full day	60
	440

Pike Peak Community Action Program, Inc.
Colorado Springs, Colorado

Full year, part day	240

ADCO Improvement Association, Inc.
Brighton, Colorado

Full year, part day	265

Boulder County Economic Opportunity Council
Boulder, Colorado

Full year, part day	160

South Central Community Action Program, Inc.
Lake Andes, South Dakota

Full year, part day	140

Total: 1778

REGION IX

EYOA of LA
Los Angeles, California

Full year, part day	6,900

Operation Leap
Phoenix, Arizona

Full year, part day	210
Full year, full day	410
	620

Orange County Community Action Council, Inc.
Santa Ana, California

Full year, part day	780

Southern Alameda County EDA
Fremont, California

Full year, part day	300

Coutra Costa County Board of Supervisors
Martinez, California

Full year, part day	353

Pasadena Commission on Human Need and Opportunity
Pasadena, California

Full year, part day	225

Long Beach Committee on Economic Opportunity and Community Relations
Long Beach, California

Full year, part day	253

Total: 9,431

REGION X

Seattle - King County Economic Opportunity Board, Inc.
Seattle, Washington

Full year, part day	615
Full year, full day	256

South Central Community Action Agency, Inc.
Twin Falls, Idaho

Full year, part day	235
Full year, full day	80
	315

Total: 1186

INDIANS AND MIGRANT

Community Action Migrant Program, Inc.
Fort Lauderdale, Florida

Full year, full day 240

Eastern Band of Cherokee Indians
Cherokee, North Carolina

Full year, full day 100

Illinois Department of Children and Family Services
Springfield, Illinois

Full year, full day 500

Sandoval County Indian Pueblo - CAP
Bernalillo, New Mexico

Full year, part day 196

Eight Northern Indian Pueblos Council
Sante Fe, New Mexico

Full year, part day 286

Crow Tribe of Indians of Montana
Crow Agency, Montana

Full year, part day 297

Standing Rock Sioux Tribe
Fort Yates, North Dakota

Full year, full day 250

Cheyenne River Sioux Tribe CAA
Eagle Butte, South Dakota

Full year, part day 220

Oglala Sioux Tribal Council
Pine Ridge, South Dakota

Full year, part day 250

Panhandle and South Plains District
Venture IC
Amarillo, Texas

Full year, full day 150

70 Total: 2459

MEMORANDUM

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF THE SECRETARY

O : Assistant Regional Directors
Office of Child Development

DATE: DEC 17 1971

ROM : Richard E. Orton, Associate Director
Bureau of Head Start and
Child Service Program

UBJECT: Health Education Curriculum Evaluation

The Urban Institute grant for evaluation of Health Start has been augumented to include evaluation of the health education curriculum.

Since the maximum time for exposure of the children or their parents to the curriculum in this Head Start year will be five months, this time can best be used to generate a set of empirical data and administrative experience from which to improve the training and materials, and to design carefully a comprehensive study to be conducted in the next full-year Head Start cycle.

Specifically, the current year evaluation is intended to:

1) Assess the effectiveness of the training of trainers.

2) Compare the different approaches taken by trainers to train teachers to include methodology, cost, and teacher satisfaction.

3) Relate teacher attitudes to acceptance of the materials, training, and use of the curriculum.

4) Determine the ease with which teachers are able to incorporate the health education curriculum materials into the Head Start schema.

5) Determine which parts of the curriculum were effective/ineffective for use by the teachers, were easy/difficult to use by the teachers, were accepted/rejected by the children, etc.

6) Determine the degree to which, and the relative ease with which, parents became involved in the program.

Page 2 - Assistant Regional Directors

7) Involve a small group of parents in the design of an interview questionnaire for use in subsequent evaluation.

During the next fiscal year a full-scale evaluation based on the experience of the preliminary work described above, review of the literature, and consultation with psychologists, early childhood educators, etc. will be initiated.

Dr. Richard Zamoff will be the principal person, of the Urban Institute, responsible for the present evaluation of the health education curriculum. Mrs. Helen Howerton of OCD is the Project Officer for this grant. Please call on them as necessary and assist them in whatever manner necessary for the success of this study.

APPENDIX D

PARENT INTERVIEW (ENGLISH AND SPANISH)

The Urban Institute

HEALTH EDUCATION PARENT INTERVIEW

Hello. I'm (give name) and I'm with The Urban Institute in Washington, D.C. We are collecting information needed to improve health education in the Head Start Program. Would you mind talking to me for a few minutes? What you say will not be associated with your name in any way. What you say will become part of a general report (in which your name will not be used) which will combine the views of other Head Start parents on health education.

Number of Parents: _____

Head Start Center: _____

The Urban Institute-2.

Office Use Only

Col.	Punch
1	___
2	___
3	___
4	___
5	___
6	___
7	___

1. Do you know which health education materials are being used in your children's Head Start Project?

   ___ Yes (1)
   ___ No (2)

   a. How did you happen to find out about these materials? When did you see them for the first time?

   _____

   _____

   _____

   _____

   _____

   _____

   b. Have you read these materials?

   ___ Yes (1)
   ___ No (2)

   c. If yes, when?

   ___ At Head Start meetings
   ___ Other (Specify: _____)
   ___ Other (Specify: _____)

   d. Did you know anything about Healthy, That's Me or about the parent's handbooks before you received them?

   ___ Yes (1)
   ___ No (2)

   e. Has your children's Head Start Project had any meetings about these materials? How often are these meetings? How many of these meetings have you been at?

   _____

   _____

   _____

   _____

   _____

Urban Institute-3.

Office Use Only

Col.	Punch
8	___
9	___
10	___
11	___

f. What do you remember most about what went on at these meetings?

_____

_____

_____

_____

_____

2. In general, what is your attitude about the Healthy, That's Me parent materials?

_____

_____

_____

_____

_____

a. Have these materials made any difference in the way you care for your children's health? In what way?

_____

_____

_____

_____

_____

b. Have you followed any of the suggestions about caring for your children's health?

____ Yes (1)
____ No (2)

Urban Institute-4.

Office Use Only

Col.	Punch
12	___
13	___
14	___
15	___

c. If yes, which suggestions have you followed?

_____

_____

_____

_____

_____

d. If no, why not?

_____

_____

_____

_____

_____

e. Which of these materials are of most help to you? Why?

_____

_____

_____

_____

_____

f. Which of these materials are a waste of time? Why?

_____

_____

_____

_____

_____

Urban Institute-5.

Office Use Only

Col.	Punch
16	___
17	___
18	___
19	___
20	___

g. Do you find the Healthy, That's Me materials easy to understand?

___ Yes (1)
___ No (2)

h. If no, what isn't clear to you? What could be done to these materials to help Head Start parents understand them better?

_____

_____

_____

_____

_____

i. Are there health problems in your community that the Healthy, That's Me materials don't help you with? If yes, which ones?

_____

_____

_____

_____

_____

j. Are there health problems in your community that the parent handbooks do a good job with? If yes, which ones?

_____

_____

_____

_____

_____

Urban Institute-6.

Office Use Only

	Col.	Punch
k. How do the Healthy, That's Me materials compare to other health education materials that you have seen or used before? What are these other materials?	21	___
3. How useful have you found the material in the parent's handbook, "Your Part As A Parent in Healthy, That's Me"?	22	___
a. What should be done to make this a better handbook?	23	___
4. How about the parent's handbook, "Your Family"? How useful is the material in it?	24	___
a. What should be done to improve this handbook?	25	___

Urban Institute-7.

Office Use Only

	Col.	Punch
5. How about the parent's handbook, "Americans All"? _____	26	___
a. What should be done to make this a better handbook? _____ _____ _____ _____ _____	27	___
6. How about the parent's handbook, "Making It Easy to Keep Healthy At Home"? _____	28	___
a. What should be done to improve this handbook? _____ _____ _____ _____ _____	29	___
7. How about the parent's handbook, "Your Growing Child"? _____	30	___
a. What should be done to make this a better handbook? _____ _____ _____ _____ _____	31	___

Urban Institute-8.

Office Use Only

	Col.	Punch
8. How about the parent's handbook, "Dealing With Family Upsets? _____ a. What should be done to improve this handbook? _____ _____ _____ _____ _____	32 33	___ ___
9. Finally, how about the parent's handbook, "Your Child's Health"? _____ a. What should be done to improve this handbook? _____ _____ _____ _____ _____	34 35	___ ___
10. In what other form could the material in the parent's handbooks be presented so it would be more helpful to you? _____ _____ _____ _____ _____	36	___

The Urban Institute-8.

Office Use Only

	Col.	Punch
11. Do you think your children understand more about how to care for their health since they've been using the Healthy, That's Me materials? How do you know? Are there things they do now that they did not do before they got these materials at their Head Start Project?		
_____		
_____	37	____
_____	38	____
_____		
_____		
12. Have you asked your children's Head Start Staff any questions about the material in the parent handbooks?		
____ Yes (1) ____ No (2)	39	____
a. If yes, what questions did you ask?		
_____		
_____	40	____
_____		
_____		
_____		
b. If no, why haven't you asked any questions about this material?		
_____		
_____		
_____	41	____
_____		
_____		
_____		

The Urban Institute-9.

Office Use Only

Col.	Punch
42	___
43	___

13. Do you think it's a good idea to have a health education program for young children and their parents in your community? Why? Why not?

_____

_____

_____

a. What are the first things you think such a health education program should work on?

_____

_____

_____

THANK YOU VERY MUCH FOR YOUR COOPERATION!

The Urban Institute

ENTREVISTA PARA PADRES DE FAMILIA
ACERCA DE LA EDUCACION
SOBRE LA SALUD

Buenos días (tardes). Mi nombre es (de su nombre) y trabajo con el Urban Institute en Washington, D.C. Estamos tratando de conseguir la información necesaria para poder mejorar nuestro Proyecto Head Start acerca de la educación sobre la salud. Le importaría hablar conmigo por unos minutos? Lo que usted diga no será relacionado de ninguna manera con su nombre. Lo que usted diga entrará a hacer parte de un informe general el cual combinará los puntos de vista de otros padres miembros del Proyecto Head Start acerca de la educación sobre la salud (su nombre no será publicado en este informe).

Number of Parents: _____

Head Start Center: _____

The Urban Institute-2.

Office Use Only

Col.	Punch
1	____
2	____
3	____
4	____
5	____
6	____
7	____

1. Sabe usted que clase de material usa el Proyecto Head Start en el cual participan sus niños?

_____Si(1)
_____No(2)

a. Como se enteró acerca de este material? Cuando vió usted este material por primera vez?

_____

_____

_____

_____

_____

_____

b. A leído usted este material?

_____Si(1)
_____No(2)

c. En caso afirmativo, cuando?

_____En una reunión del Proyecto Head Start
_____Otro (Especifique: _____)
_____Otro (Especifique: _____)

d. Antes de recibir estas publicaciones, tenía usted conocimiento del libro Sano Estoy Yo o de los manuales para los padres?

_____Si(1)
_____No(2)

e. Se ha discutido el material en reuniones programadas por el Proyecto Head Start al cual pertenecen sus niños? Con qué frecuencia? A cuantas de estas reuniones ha asistido usted?

_____

_____

_____

_____

_____

The Urban Institute-3.

	Office Use Only	
	Col.	Punch
f. Qué es lo que más recuerda acerca de éstas reuniones?	8	___
2. En general, cuál es su reacción sobre el material para los padres tratado en Sano Estoy Yo?	9	___
a. Ha causado este material algún cambio en su manera de velar por la salud de sus niños? En qué forma?	10	___
b. A seguido usted algunas de las sugerencias ofrecidas para el cuidado de la salud de sus niños? _____Si(1) _____No(2)	11	___

The Urban Institute-4.

Office Use Only

Col.	Punch

c. En caso afirmativo, cuales sugerencias siguió usted?

_____

_____

_____ 12 ____

_____

_____

d. En caso negativo, por qué no?

_____

_____ 13 ____

_____

_____

_____

e. De este material, cuál es el que más le ha servido? Por qué?

_____

_____

_____ 14 ____

_____

_____

f. De este material, cuál cree que sea inoficioso? Por qué?

_____

_____

_____ 15 ____

_____

_____

Office Use Only

	Col.	Punch
g. Cree usted que el material en Sano Estoy Yo es fácil de entender?		
_____Si (1)	16	___
_____No (2)		
h. En caso negativo, qué es lo que no entiende? Qué modificaciones cree usted se le podría hacer al material para que los padres participantes en el Head Start lo puedan entender facilmente?		
_____	17	___
_____		
_____		
_____	18	___
_____		
i. Hay problemas de salud en su comunidad los cuales no son tratados en Sano Estoy Yo? En caso afirmativo, cuales son estos problemas?		
_____		
_____	19	___
_____		
_____		
_____		
j. Hay problemas en su comunidad los cuales son tratados efectivamente en los manuales para los padres? En caso afirmativo, cuales son estos problemas?		
_____		
_____	20	___
_____		
_____		
_____		

The Urban Institute-6.

Office Use Only

	Col.	Punch
k. Cómo compara usted el material tratado en Sano Estoy Yo con otro material educativo sobre salud que usted haya visto o usado anteriormente? Cuál era el otro material? _____ _____ _____ _____ _____ _____ _____	21	___
3. Qué tan provechosa ha encontrado usted la sección "Su Parte como Padre en Sano Estoy Yo"? _____	22	___
a. Qué debería hacerse para mejorar este manual? _____ _____ _____ _____ _____	23	___
4. Cuál es su opinión acerca del manual "Su Familia"? Qué tan provechoso le pareció su contenido? _____	24	___
a. Qué debería hacerse para mejorar este manual? _____ _____ _____ _____ _____	25	___

The Urban Institute-7.

Office Use Only

	Col.	Punch
5. Cuál es su opinión acerca del manual "Todos los Americanos"? _____	26	___
a. Qué debería hacerse para mejorar este manual? _____ _____ _____ _____ _____	27	___
6. Cuál es su opinión acerca del manual "Facilitando la Manera de Permanecer Sano en el Hogar"? _____	28	___
a. Qué debería hacerse para mejorar este manual? _____ _____ _____ _____ _____	29	___
7. Cuál es su opinión acerca del manual "El Crecimiento de su Niño"? _____	30	___
a. Qué debería hacerse para mejorar este manual? _____ _____ _____ _____ _____	31	___

Office Use Only

	Col.	Punch
8. Cuál es su opinión acerca del manual "Solución a los Fracasos de la Familia"? _____	32	___
a. Qué debería hacerse para mejorar este manual? _____ _____ _____ _____ _____	33	___
9. Finalmente, cuál es su opinión acerca del manual "La Salud de Su Niño"? _____	34	___
a. Qué debería hacerse para mejorar este manual? _____ _____ _____ _____ _____	35	___
10. En qué otra forma podría presentarse el material en los manuales para los padres de manera que este sea mas provechoso para usted? _____ _____ _____ _____ _____	36	___

The Urban Institute-9.

Office Use Only

	Col.	Punch
11. Sabe usted si el material en Sano Estoy Yo ha ayudado a sus niños a entender más acerca del cuidado de su salud? Cómo se enteró? Saben sus niños alguna cosa ahora que no sabían antes de recibir el material ofrecido por el Proyecto Head Start?		
_____		
_____	37	___
_____	38	___
_____		
_____		
12. Le ha hecho usted preguntas al personal del Proyecto Head Start al cual perterecen sus niños acerca del material tratado en los manuales para los padres?		
_____Si(1) _____No(2)	39	___
a. En caso afirmativo, qué clase de preguntas les hizo usted?		
_____		
_____	40	___
_____		
_____		
_____		
b. En caso negativo, por qué no ha hecho usted preguntas acerca de este material?		
_____		
_____		
_____	41	___
_____		
_____		

The Urban Institute-10.

Office Use Only

	Col.	Punch
13. Cree usted que la creación de un programa educativo sobre salud para niños y padres en la comunidad es un buen proyecto? Por qué? Por qué nó?		
_____		
_____	42	___
_____		
a. En su opinión, cuáles deberían ser los primeros empeños del programa educativo sobre salud?		
_____		
_____	43	___
_____		

MUCHAS GRACIAS POR SU COLABORACION!